

Australasian
Dance
Collective



Australasian Dance Collective presents

LUCIE IN THE SKY

Creative Learning Notes
/ Sample excerpt only



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**included in full version*



Australasian Dance Collective acknowledges the Traditional Custodians of country throughout Australia and their deep connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

These Creative Learning Notes have been developed by Australasian Dance Collective, with contributions by World of Drones Education, to accompany the performance of *Lucie In the Sky*, an ambitious performance combining art and technology.

The suite of learning tasks included in these notes are designed to provide teachers with a range of teaching and learning options. The tasks can be presented to students as stand-alone lessons or they can be integrated to create units of work, combining two or more Learning Areas. This interdisciplinary approach provides students with opportunities to engage in Dance, Drama, Digital Technologies, Design & Technologies, Media Arts and English in an authentic and purposeful way. All learning tasks have been created using the Australian Curriculum V.09 and Dance learning tasks also align with QCAA Dance 2019 v1.1 General Senior Syllabus for Years 11–12.

The learning tasks provide opportunities for the integration of the following Australian Curriculum General Capabilities:

- Literacy
- Numeracy
- Digital Literacy
- Critical and Creative Thinking
- Ethical Understanding

The performance is best suited to students from Years 5-12 and learning tasks can be modified to suit school contexts and priorities. The tasks provide opportunities for students to work both independently and collaboratively. The learning tasks can also be used for formative assessment purposes.

Curriculum Links >

01 — Introduction & Curriculum Links



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About Lucie In the Sky

"The need for connection is ingrained in the human condition.

In the future we are making and facing, we need to hold humanity at the centre of our narrative, at the centre of our technology.

Attributing emotion, attitude, states, faces and values to non-human things tethers us to our future which goes beyond human to human connection.

With our inextricable link to technology, what does empathy mean now and into the future?"

- Amy Hollingsworth

The Director's Note

The idea of *Lucie In the Sky* has been percolating for many years, launched by a confluence of my interests – human movement, anthropology and psychology but also aviation and drone technology.

While being a lifelong fan of dance, I am also a helicopter pilot, so this project is quite literally everything I love rolled into one.

From the moment *Luxo Junior*, *Toy Story* and *Wall-E* arrived onto screens, I was fascinated by the universal response to Pixar and all of their animations. People seemed to love, and attach strongly to, inanimate objects coming to life and expressing human emotions. I started to wonder – is there a way we could create the 'Pixar effect' live on stage? Could we anthropomorphise objects using choreography and spatial empathy to illicit an emotional response from audiences?

And then, six years ago, I met the incomparable Dr. Catherine Ball, founder of the World of Drones Education, and it took all of a few minutes for us to start discussing dance and drones. When thinking about what that could look like, Cath said three words that changed everything. Emotionally. Coded.

Drones. It was like setting off a creative explosion in my brain. I immediately was dreaming of what it could look and feel like.

Lucie In the Sky is the culmination of that dreaming – we have utilised complex coding and incredibly precise crafting of flight patterns and emotional context to create a work that has coaxed the 'Pixar effect' out of animation and into real life, finding joy, grief, rage and empathy appearing in our cast of humans and drones.



Dance

Choreographic Tasks (Making)

These choreographic tasks have been drawn from the creative development of *Lucie In the Sky* and are designed to encourage students to explore a variety of techniques and approaches to creating new and innovative movement in connection to the Making strand. Each task began as a process to explore what it means to be human, or seem to be human.

Task A ——— Inside Out: Exploring emotions

This task focuses on movement qualities and dynamics, using emotion as the stimulus.

Begin by creating a list of words that describes the broad spectrum of how emotions can be experienced. For example, HAPPY could be described as effervescent, bubbly, even manic on one end of the spectrum, to calm, content and serene at the other.

Find the movement qualities and dynamics associated with these words to improvise movement.

The aim is not to act out the emotion but to physicalise it and explore how the describing words can be expressed through specific actions and the quality of movement. For example, SAD could be physicalised by a heaviness in the body, a slump of the shoulders, covering the face and moving slowly.

Following a session of improvisation to explore and play with this idea, come back together with the group to discuss the experience. Through sharing and discussion, new and different information about the exploration of the emotion can be gathered to then take back into a second improvisation. Go into these improvisations with an open mind, and with no expectations of what will be created, to discover new ways of moving. Following a second improvisation, begin to set the movement to create a phrase.

Task D ————— Design a Drone

Students work collaboratively and apply a design thinking approach to design and create a drone prototype that can be used to solve a real-world problem.

Note to Teachers: The World of Drones Education website contains free resources and short video clips to support you in the teaching and learning of drone technology.

www.worldofdroneseducation.com >

Ask the students to reflect on the use of drones in the *Lucie In the Sky* production.

Lucie In the Sky uses a set of custom, trademarked micro drones called Lucie. In this production drone technology is used within the entertainment industry providing unique experiences for the audience. Provide the students with the opportunity to

investigate how drone technology is used across a range of industries. Assign students specific areas to investigate and invite each group to share their findings via a short oral presentation. Suggested examples below. How are Drones used in the following industries:

- Mining
- Life saving
- Shark control
- Agriculture
- Warfare/ Defence
- Hospitality
- Disaster Management
- Conservation
- Construction
- Real Estate
- Entertainment
- Sport
- Archaeology
- The Arts

Design a Drone Activity

Student Task:

Working collaboratively, you are to choose a real-world problem, situation, or scenario where drones could potentially be used to solve the problem or used to alleviate the severity of a situation or scenario.

You and your team members are required to apply a design thinking approach to this task. Working collaboratively, your team will design and create a drone prototype that can be used to solve a real-world problem. The prototype can be presented as a labelled drawing and accompanied by a short-written report explaining the drone's features and capabilities.

You will share you prototype with your peers as an oral presentation. Your prototype will be peer reviewed.

Note to Teachers: You may choose to apply your own pedagogical approach to this learning experience, or you may find the Design Thinking Applied online course by the Grok Academy useful. All Grok Academy resources and courses are free for all Australian Teachers and Students.

This Mix-In Challenge introduces Design Thinking, a set of techniques and processes for solving problems. It introduces key design thinking concepts, including ideation, failing fast, prototyping, user testing and evaluation, and iteration, as well as the skills and dispositions you need to be a great design thinker, such as empathy, open-mindedness, and resilience to failure.

[Grok Academy website links \(2023\)](#) | [groklearning applied design thinking](#) > | [Design thinking posters](#) >

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PRESENTING PARTNER



Lucie In the Sky supported by Queensland Performing Arts Centre

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